

Planning for Learning: Effective Unit and Lesson Design



Laura Terrill

Springfield Public Schools, August 2015

What are your goals for the workshop?

This will be a successful 2 days if I can....



Laura Terrill

Workshop Goal:

Learn guiding principles for designing standards-based curriculum, units, and lessons focused on developing learners' language performance toward proficiency.

Laura Terrill

"To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction."

Stephen Covey



Laura Terrill



lterrillspringfield.wikispaces.com

Laura Terrill
lterrill@gmail.com
lauraterrill.wikispaces.com
pinterest: lterrillindy

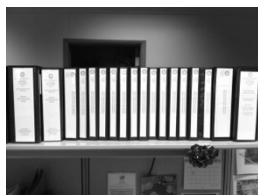
Keys to Planning for Learning: Effective Curriculum, Units and Lessons
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning/>

August 2015

Agenda	August Agenda.docx Details Download 82 KB
World Readiness Standards	World-ReadinessStandardsforLearningL... Details Download 52 KB
NCSSFL-ACTFL Can Do Statements	NCSSFL-ACTFL Can-Do_Statements.pdf Details Download 607 KB
NCSSFL Global Benchmarks	NCSSFL-ACTFL Global Can-Do Benchma...

Laura Terrill

Curriculum on the shelf or



<http://www.splendidactually.com>

Laura Terrill

...being used to plan instruction?



<http://www.splendidactually.com>



<http://brittanyscholer.wordpress.com>

Laura Terrill

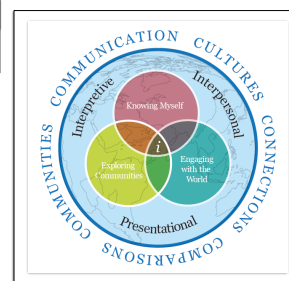
Curriculum in separate columns or

Grammar	Vocab	Culture
•	•	•
•	•	•

Laura Terrill

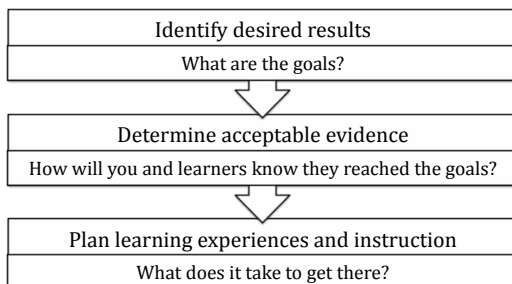
...integrated?

Grammar	Vocab	Culture
•	•	•
•	•	•



Laura Terrill

Backward Design – Units and Lessons

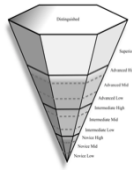


Laura Terrill

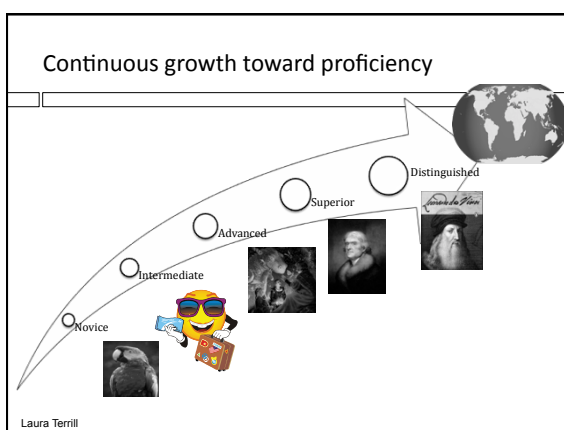
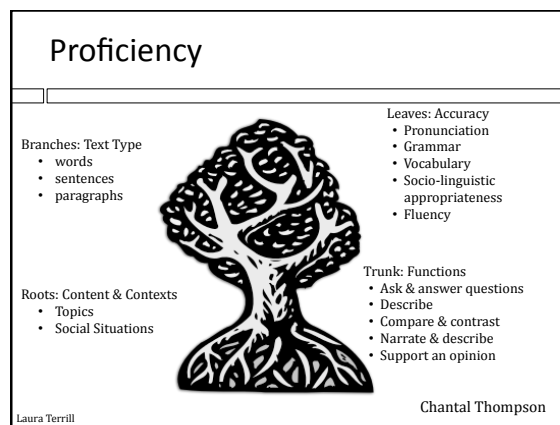
Backward Design

Identify desired results – What are the goals?

What?  WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

How well? 

Laura Terrill



Major Levels - Novice

The "Parrot"

- Lists with words/phrases
- Makes attempts at conversation
- Memorized language
- Telegraphic
- Limited topic areas

WORD LEVEL

Laura Terrill

Chantal Thompson

Major Levels - Intermediate

The "Survivor"

- Creates with language; recombines and adapts learned material to express personal meaning
- Asks and answers questions about familiar topics
- Handles simple situations

SENTENCE LEVEL

Laura Terrill

Chantal Thompson

Major Levels - Advanced

The "Storyteller"

- Full conversational partner
- Speaks with confidence
- Expands on a variety of concrete topics
- Narrates and describes in present, past and future time frames
- Handles a situation with a complication

PARAGRAPH LEVEL

Laura Terrill

Chantal Thompson

Proficiency



Laura Terrill

Proficiency

- Independent of specific classroom instruction
- Spontaneous
- Broad content and context
- Sustained performance across all the tasks and contexts for the level

Proficiency-based Rubric

Interpersonal Mode – Novice Learner

Criteria	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
Language Function <i>Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner.</i>	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated tasks involving topics related to basic personal information and some activities, preferences, and immediate needs.	Uses memorized language only, familiar language.	Has no real functional ability.

Laura Terrill

Taken from: ©2013 Implementing Integrated Performance Assessment

Performance



Laura Terrill

Performance

- Based on classroom instruction
- Practiced
- Familiar content and context
- Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks

NCSSFL-ACTFL Global Can-Do Benchmarks

	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
Interpersonal Communication	I can communicate on some very familiar topics using single words and phrases that I have memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.
Presentational Speaking	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.
Presentational Writing	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.

Laura Terrill

NCSSFL-ACTFL Global Can-Do Benchmarks Interpersonal

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics and series of sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

Laura Terrill

Performance Rubric – Interpersonal Task

	Strong Performance 10	Meets Expectations 8	Approaching Expectations 7	Struggling 6
How well am I understood?	easily understood; errors in speaking are minor and do not interfere with communication.	understood most of the time; may need to repeat or reword occasionally; errors in speaking do not interfere with communication.	difficult to understand at times; may ask for help expressing ideas; some errors may interfere with communication.	extremely difficult to understand; repeat frequently; errors interfere with communication.
How involved am I in the conversation?	ask a variety of relevant questions to keep the conversation going; respond to questions and/or add follow-up comments; encourage others to participate.	ask relevant questions to keep the conversation going; respond to questions and/or make a follow-up comment; equal participant in conversation.	ask a few relevant questions; give simple or minimal answers to questions.	ask random questions that may or may not be on topic; minimal participation.
How easily do I deliver my thoughts?	conversation flows with few pauses	hesitations occur but seem natural; complete thoughts.	hesitations occur and are awkward; few or no incomplete thoughts.	speech is slow and halting; long pauses may occur; struggle to complete or do not complete thoughts.
How do I demonstrate that I can correctly use the new vocabulary from the unit?	successfully use many new words and personal vocabulary related to the unit; elaborates to complete the task.	successfully use new words related to the unit to complete the task.	successfully use a few of the new words related to the unit to partially complete the task.	rely on simple and very familiar vocabulary to partially complete the task.
What cultural knowledge and understandings do I share?	add relevant information about the target culture; use cultural gestures and/or expressions appropriately.	refer to relevant information about the target culture; may use cultural gestures and/or expressions appropriately.	make limited or no references to the target culture; may use a cultural gesture or expression.	respond only from personal point of view or perspective.

Laura Terrill

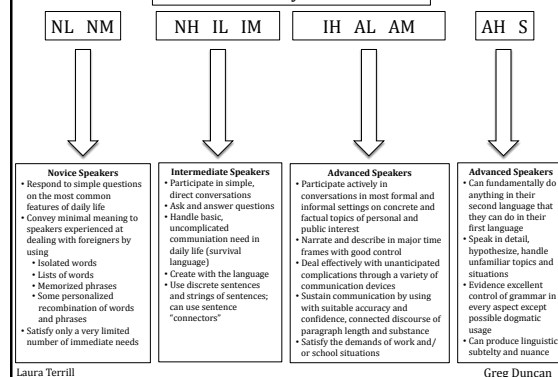
Performance towards Proficiency



Demonstration of performance within a specific range (novice, intermediate, advanced) **may be an indication of proficiency**; performance on a variety of assessments provides evidence of how the learner may be rated for proficiency.

Laura Terrill

Proficiency Families



Laura Terrill

Greg Duncan

Learning a language is like learning.....



Laura Terrill

Targeting Performance Levels

Language and Level/Grade	French: Novice High / Intermediate Low	Approximate Length of Unit	6 Weeks
		Approximate Number of Minutes Weekly	50 min/day = 300 minutes/week

Laura Terrill

Your "apple save" moment....

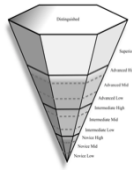


Laura Terrill

Backward Design

Identify desired results – What are the goals?

What?  WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

How well? 

Laura Terrill



Selecting content....



Interculturality

"...helps learners to avoid stereotyping individuals, to develop curiosity and openness to others, and to discover other cultures....to see that interaction with individuals having different social identities and cultures is an enriching experience."

© Clementi & Terrill

Mindset for Curriculum Design

- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtain

Advantages of Themes and Topics

- ❑ Makes instruction more comprehensible because the theme creates a meaningful context
- ❑ Changes the instructional focus from the language itself to the use of language to achieve meaningful goals
- ❑ Provides a rich context for standards-based instruction
- ❑ Offers a natural setting for narrative structure and task-based organization of content

--Curtain and Dahlberg (2010) pp 150 - 151

Advantages of Themes and Topics

- ❑ Involves the students in real language use
- ❑ Engages the learner in complex thinking and more sophisticated use of language
- ❑ Avoids the use of isolated grammatical structures
- ❑ Connects content, language, and culture goals to a "big idea"

--Curtain and Dahlberg (2010) pp 150 - 151

Matching Themes and Topics

Global Themes

- ❑ Belonging
- ❑ Challenges
- ❑ Creativity
- ❑ Discovery
- ❑ Exploring Time and Place
- ❑ Identity
- ❑ Well-being

Topics

- ❑ Cities
- ❑ Leisure Activities
- ❑ Families
- ❑ Sports
- ❑ Houses
- ❑ Movies
- ❑ Weather / Climate
- ❑ Art
- ❑ Geography
- ❑ Careers
- ❑ Travel
- ❑ School
- ❑ Food
- ❑ Friends
- ❑ Clothing
- ❑ History
- ❑ Animals
- ❑ Music

Topic: The Natural World



Laura Terrill

Moving from topic to thematic unit...

Topic	Theme	Essential Question
Food		
Travel		
Daily Routines		
Family		
Houses		
Me and my friends		

Laura Terrill

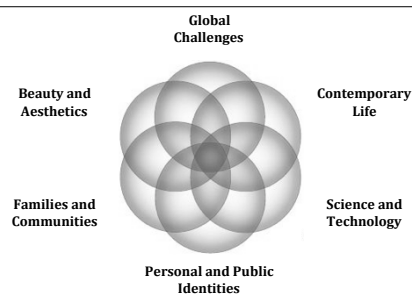
Themes and Topics

p. 29


Advanced Placement	International Baccalaureate	Clementi/Terrill
<ul style="list-style-type: none"> •Personal and Public Identities •Families and Communities •Contemporary Life •Beauty and Aesthetics •Science and Technology •Global Challenges 	<ul style="list-style-type: none"> •Social Relationships •Cultural Diversity •Customs and Traditions •Leisure •Health •Communication and Media •Science and Technology •Global Issues 	<ul style="list-style-type: none"> •Identity •Belonging •Well-being •Creativity •Exploring Time and Place •Discovery •Challenges

Laura Terrill

AP Themes Guiding Unit Development



Laura Terrill

Global Challenges	Contemporary Life	Personal and Public Identities
<ul style="list-style-type: none"> • Diversity Issues—tolerance • Economic Issues • Environmental Issues • Health Issues • Human Rights • Nutrition and Food Safety • Peace and War 	<ul style="list-style-type: none"> • Advertising and Marketing • Education • Holidays and Celebrations • Housing and Shelter • Leisure and Sports • Professions • Rites of Passage • Travel 	<ul style="list-style-type: none"> • Alienation and Assimilation • Beliefs and Values • Gender and Sexuality • Language and Identity • Multiculturalism • Nationalism and Patriotism
Beauty and Aesthetics	Families and Communities	Science and Technology
<ul style="list-style-type: none"> • Architecture • Contributions to World Artistic Heritage • Ideals of Beauty • Literature • Music • Performing Arts 	<ul style="list-style-type: none"> • Age and Class • Childhood and Adolescence • Citizenship • Customs and Ceremonies • Family Structures • Friendship and Love 	<ul style="list-style-type: none"> • Current Research Topics • Discoveries and Inventions • Ethical Questions • Future Technologies • Intellectual Property • The New Media • Social Impact of Technology

Laura Terrill

Moving from topic to thematic unit...

Topic	Theme	Essential Question
Food	Global Challenges	
Travel	Science and Technology	
Daily Routines	Contemporary Life	
Family	Families and Communities	
Houses	Beauty and Aesthetics	
Me and my friends	Personal and Public Identities	

Laura Terrill

Essential Questions

- They can be answered in the target language.
- They have no one right answer.
- All students can answer them.
- They enable all students to learn.
- They involve thinking, not just answering.
- They make students investigators.
- They are provocative—they hook students into wanting to learn.

Laura Terrill

Moving from topic to thematic unit...

Topic	Theme	Essential Question
Food	Global Challenges	What is hunger?
Travel	Science and Technology	Why do we explore?
Daily Routines	Contemporary Life	What is a healthy lifestyle?
Family	Families and Communities	What is a family?
Houses	Beauty and Aesthetics	How much space do we need?
Me and my friends	Personal and Public Identities	Who am I?

Laura Terrill

Essential Questions

p. 96

	Novice	Intermediate	Advanced
Belonging	What is a family?	What is friendship?	Why is global collaboration important?
Challenges	What is hunger?	What is the connection between clean water and quality of life?	How does overpopulation impact quality of life around the world?
Creativity	What do artists do?	How do music and art reflect society?	What makes a piece of literature a classic?
Discovery	Who are the inventors?	How are advances in science impacting my life today?	What inventions are needed to improve the quality of life on earth?
Exploring Time and Place	What makes a city special?	How does where I live influence my lifestyle?	Why do people say: It's a great place to visit but I wouldn't want to live there?
Identity	How does what I do define who I am?	What am I doing to gain the skills I need for the future?	How is my identity shaped over time?
Well-being	Where does our food come from?	Eat to live or live to eat: what is the difference?	Why consider joining the "slow food" movement?

Laura Terrill

Theme/Topic + Essential Question



Theme
Challenges

Topic/Title
The Natural World

Essential Question
What is biodiversity?
Why do we need it?

Laura Terrill

Targeting Performance Levels

Language and Level/Grade	French: Novice High / Intermediate Low	Approximate Length of Unit	6 Weeks
		Approximate Number of Minutes Weekly	50 min/day = 300 minutes/week
Theme/Topic	Challenges: The Natural World	Essential Question	What is biodiversity and why do we need it?

Laura Terrill

The Natural World

NAMIBIE

Tuer un rhino pour en sauver d'autres ?

A Dallas, le week-end dernier, un groupe de chasseurs a tué un rhinocéros noir namibien à été vendu aux enchères. Les organisations de défense des animaux ont protesté. Mais les autorités ont assuré que l'argent servirait à lutter contre le braconnage de cette espèce menacée.

COURRIER INTERNATIONAL | SEBASTIEN HERVIEU

15 JANVIER 2014 • 18h 00

15 JANVIER 2014 • 18h 00

15 JANVIER 2014 • 18h 00

15 JANVIER 2014 • 18h 00

15 JANVIER 2014 • 18h 00

15 JANVIER 2014 • 18h 00

15 JANVIER 2014 • 18h 00

15 JANVIER 2014 • 18h 00

15 JANVIER 2014 • 18h 00

15 JANVIER 2014 • 18h 00

15 JANVIER 2014 • 18h 00

15 JANVIER 2014 • 18h 00

15 JANVIER 2014 • 18h 00

15 JANVIER 2014 • 18h 00

15 JANVIER 2014 • 18h 00

15 JANVIER 2014 • 18h 00

15 JANVIER 2014 • 18h 00

15 JANVIER 2014 • 18h 00

15 JANVIER 2014 • 18h 00

15 JANVIER 2014 • 18h 00

15 JANVIER 2014 • 18h 00

15 JANVIER 2014 • 18h 00

15 JANVIER 2014 • 18h 00

15 JANVIER 2014 • 18h 00

15 JANVIER 2014 • 18h 00

15 JANVIER 2014 • 18h 00

15 JANVIER 2014 • 18h 00



Protégez le bleu des océans.



Qu'est-ce que la nature évoque pour vous?



S.O.S. Animaux en danger - sauvons notre planète.

Un rhinocéros noir pris au piège en Afrique du Sud, septembre 2004 - AFP / Bloomberg

Laura Terrill

The Destruction of the World



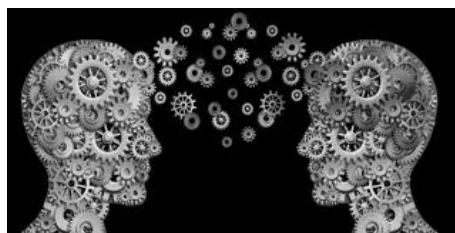
Laura Terrill

<https://www.youtube.com/watch?v=9nGzPz46S8>

Consider:

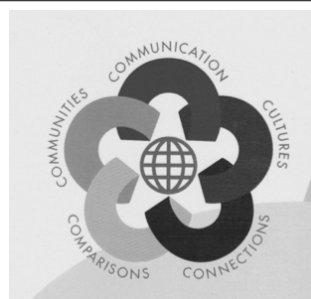
- ❑ What topic do you want to develop?
- ❑ What theme will frame the topic?
- ❑ What are possible working essential questions?
- ❑ What resources might be part of this unit?

Laura Terrill



Laura Terrill

World-Readiness Standards for Learning Languages



Laura Terrill



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
COMMUNICATION <i>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</i>	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
CULTURES <i>Interact with cultural competence and understanding</i>	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	

Laura Terrill

CONNECTIONS

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

Making Connections:
Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives:
Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

Develop insight into the nature of language and culture in order to interact with cultural competence

Language Comparisons:
Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Cultural Comparisons:
Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

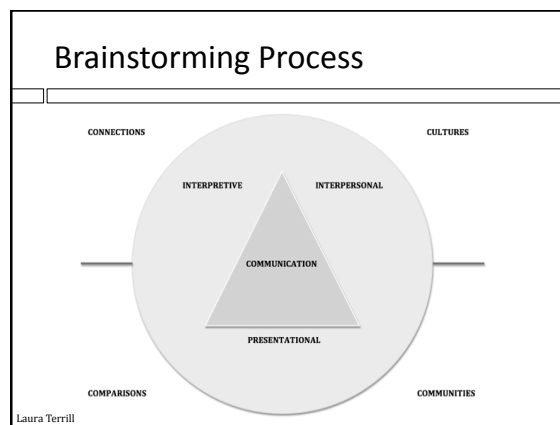
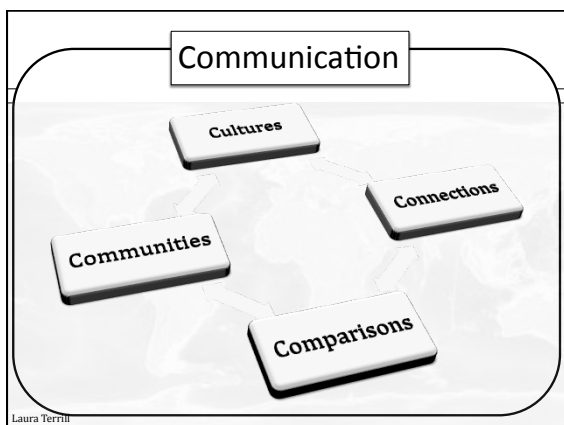
COMMUNITIES

Communicate and interact with cultural competence in order to participate in multilingual communities of home and around the world

School and Global Communities:
Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning:
Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Laura Terrill



Cultures

Relating Cultural Practices to Perspectives

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

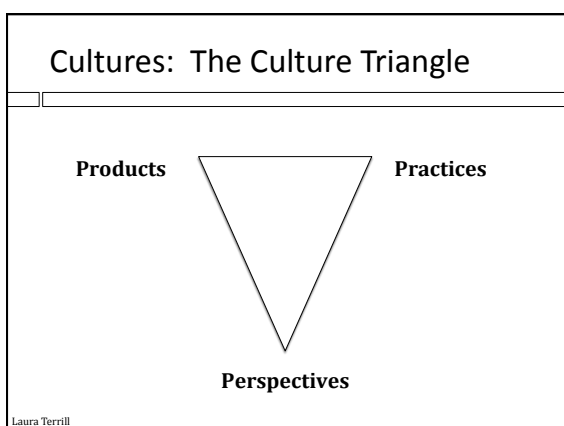
Laura Terrill

Cultures

Relating Cultural Products to Perspectives

Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Laura Terrill



Lead with Culture

Products — Practices — Perspectives

Laura Terrill

Sample EQ: How do we relate to others?

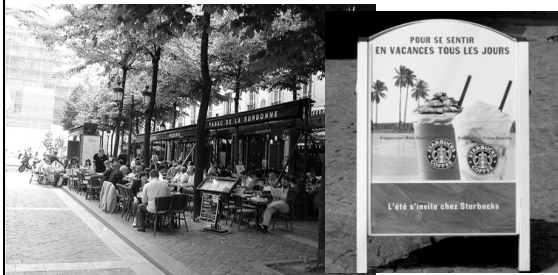
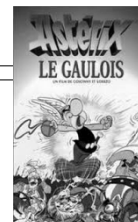


Image: www.flickr.com/photos/swperman/159582243/sizes/m/

Laura Terrill

Practices, Products, Perspectives



Laura Terrill



Laura Terrill

Cultures

Cultures	Products Practices Perspectives	Fête de la Nature National celebration of nature Importance of biodiversity
	Products Practices Perspectives	Zoos Protecting endangered species Importance of educating the public about endangered species

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Laura Terrill

Reflection: LinguaFolio

<http://ncssfl.org/secure/index.php?interculturality>

Novice — I can identify some products and practices of cultures.

This is my goal. I can do this with help. I can do this easily. I have provided evidence to demonstrate this.

INVESTIGATION OF PRODUCTS AND PRACTICES

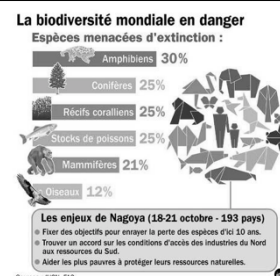
I can identify some common products related to home and community life of other cultures and my own.

- I can identify some geographical features of other countries.
- I can identify familiar landmarks.
- I can recognize some traditional and popular songs.
- I can recognize some similarities and differences between the designs of houses, buildings, or towns.
- I can identify specific locations to have a meal, purchase a ticket, or buy something that I need.
- I can recognize some similarities and differences between my daily schedule and that of a peer in another culture.

Laura Terrill

Connections

- What are students learning while using the target language?
- Are they using language to learn something? Or using language just to learn the language?



Laura Terrill

Communities

School and Global Communities

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.



Laura Terrill

Communities

Lifelong Learning

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.



Laura Terrill

Communities

	School and Global Communities	Lifelong Learning
Communities	<ul style="list-style-type: none"> • Small groups work to inform others about challenges related to biodiversity • Following environmental initiatives on Twitter https://twitter.com/NoeBiodiversite 	<ul style="list-style-type: none"> • Ongoing awareness and action related to biodiversity • Self-assessment of progress towards unit goals

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Laura Terrill

Setting Goals

What should learners know and be able to do by the end of the unit?	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Define "biodiversity" and why it is important to life on Earth • Give reasons why biodiversity is disappearing locally, regionally, globally • Give examples of endangered species • Compare biodiversity efforts in the French-speaking world and the US • Give examples of what individuals can do/are doing to sustain the biodiversity of planet Earth and share via Twitter https://twitter.com/NoeBiodiversite
---------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Laura Terrill

Consider:

- ☐ What are your goals for this unit?
- ☐ What will students do with what they learn?
- ☐ Do the goals incorporate the 5Cs?
- ☐ What are the bullet points for a student/parent friendly learning scenario?

Laura Terrill

Learning Scenario

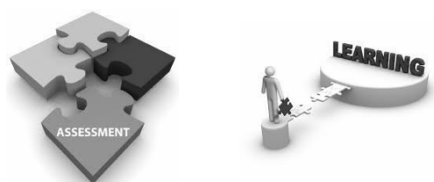


Students will begin by considering how one action can have unintended consequences in the natural world and will name reasons why biodiversity is diminishing locally, nationally and globally.

They will then work collaboratively to define biodiversity in simple terms that younger children can understand and will engage in the discussion of biodiversity via twitter. They will learn about species of plants and animals that are most endangered today and consider how the loss of plants and animals threatens biodiversity. They will consider local and global initiatives for preserving biodiversity and will discuss the role that zoos in the target culture play in promoting biodiversity. Finally, they will work collaboratively to report on initiatives to effect positive change for biodiversity.

Laura Terrill

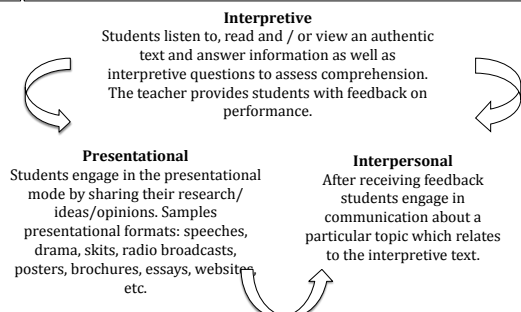
Teaching vs Learning



Assessment of Learning

Laura Terrill

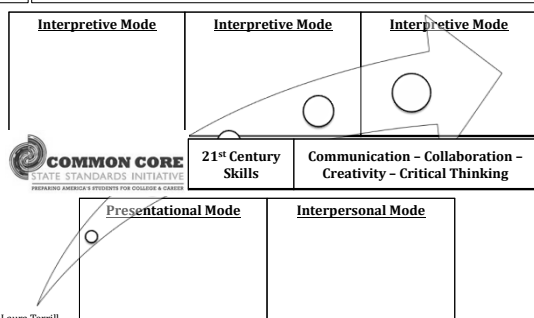
ACTFL Integrated Performance Assessment



Laura Terrill

Summative Performance Tasks

Do the tasks match the targeted performance level? Do they allow students to address the essential question in some way?



Laura Terrill

Advanced Placement Exam Format

Section		Number of Questions	Percent of Final Score	Time
Section I: Multiple Choice				Approx. 95 minutes
Part A	Interpretive Communication: Print Texts	30 questions	50%	Approx. 40 minutes
Part B	Interpretive Communication: Print and Audio Texts (combined)	35 questions		Approx. 55 minutes
	Interpretive Communication: Audio Texts			
Section II: Free Response				Approx. 85 minutes
Interpersonal Writing: E-mail Reply		1 prompt	50%	15 minutes
Presentational Writing: Persuasive Essay		1 prompt		Approx. 55 minutes
Interpersonal Speaking: Conversation		5 prompts		20 seconds for each response
Presentational Speaking: Cultural Comparison		1 prompt		2 minutes to respond

Laura Terrill

AP - 2012

Presentational Writing: You will write a persuasive essay to submit to a French writing contest. The essay topic is based on three accompanying sources that present different viewpoints on the topic and include both print and audio material. First, you will have 6 minutes to read the essay topic and the printed material. Afterward, you will hear the audio material twice; you should take notes while you listen. Then, you will have 40 minutes to prepare and write your essay. In your persuasive essay, you should present the sources' different viewpoints on the topic and also clearly indicate your own viewpoint and defend it thoroughly. Use information from all of the sources to support your essay. As you refer to the sources, identify them appropriately. Also, organize your essay into clear paragraphs.

Laura Terrill

AP – 2012

Presentational Speaking: You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation. In your presentation, compare your own community to an area of the French-speaking world with which you are familiar. You should demonstrate your understanding of cultural features of the French-speaking world. You should also organize your presentation clearly.

Laura Terrill

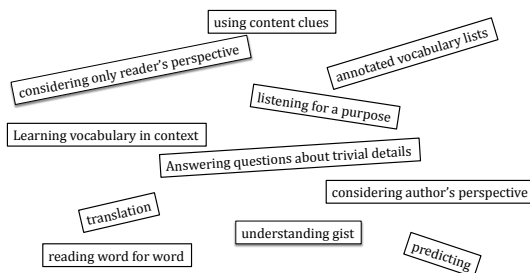
Interpretive Mode

Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



Laura Terrill

Interpretive Communication is.....



Laura Terrill

Interpretive Communication....

is not	is
translation.	context-driven understanding (gist).
a hunt for trivial details.	whole picture; mediating meaning with the text; a focused task.
glossed readings; teaching all new vocabulary first.	familiar words in new context; and new words in a familiar context.
reading, listening or viewing from the reader's perspective only.	using the author's perspective and cultural perspective.
reading word for word.	re-phrasing chunks; retelling; predicting; and using structural clues.

Laura Terrill

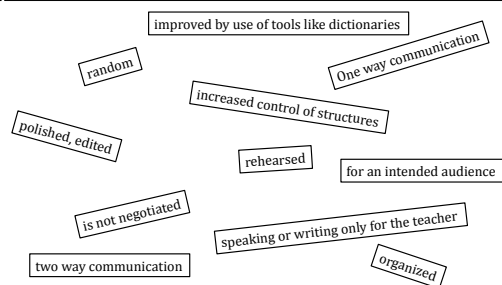
Presentational Mode

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



Laura Terrill

Presentational communication is.....



Laura Terrill

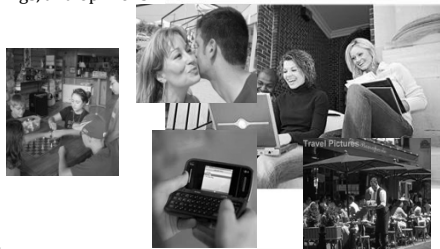
Presentational Communication....

is not	is
negotiated communication.	one-way communication.
random.	practiced, rehearsed, polished, edited.
unplanned.	organized.
speaking or writing in a vacuum.	an awareness of audience (formal/informal; cultural context).
reliance on circumlocution	improved by using appropriate tools - dictionary, spell-check, etc.
speaking or writing only for the teacher.	produced for an intended audience and purpose.

Laura Terrill

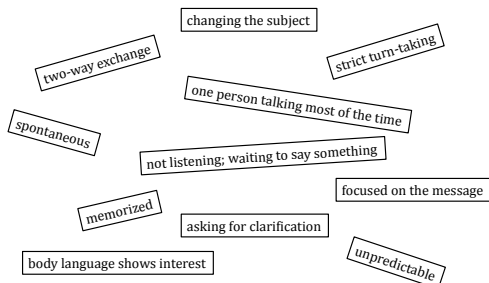
Interpersonal Mode

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



Laura Terrill

Interpersonal Communication is.....



Laura Terrill

Interpersonal Communication....

is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	Asking for clarification if communication fails/falters.

Laura Terrill

What is the mode of communication?

1	Prepare a poster about your favorite sport.	Presentational
2	Watch a travel video and jot down places of interest.	Interpretive
3	Talk about what to do on the weekend.	Interpersonal
4	Send a letter to an e-pal.	Interpersonal
5	Create a graphic organizer for new vocabulary.	Interpretive
6	Create a skit where you buy something in the market.	Presentational

Laura Terrill

Summative Performance Tasks
Do the tasks match the targeted performance level? Do they allow students to address the essential question in some way?



Laura Terrill

Global Challenges: The Natural World

What is biodiversity and why do we need it?

Interpretive Mode Watch the video "Bouge-toi pour ta planète"; identify actions that harm the planet according to the video and propose alternatives to these actions.	Interpretive Mode Read and complete a graphic organizer based on the article "Lancement de la phase pilote 'Insectes et Ciel étoilé'". Give your opinion with justification of the potential for this initiative to succeed in the US.	Interpretive Mode Visit the website: www.zoo-palmyre.fr . Give your opinion with reasons based on the information from the website on why zoos are needed/not needed.
21st Century Skills		
Communication - Collaboration - Creativity - Critical Thinking		
Presentational Mode In teams of four, make a plan to inform others via the Internet about biodiversity and why it is a global challenge. Include examples and suggestions for stopping the decline in biodiversity.	Interpersonal Mode Share what you have learned about biodiversity and humans' impact locally, regionally, and globally giving both positive and negative examples.	

Laura Terrill

Connections to Common Core

Common Core

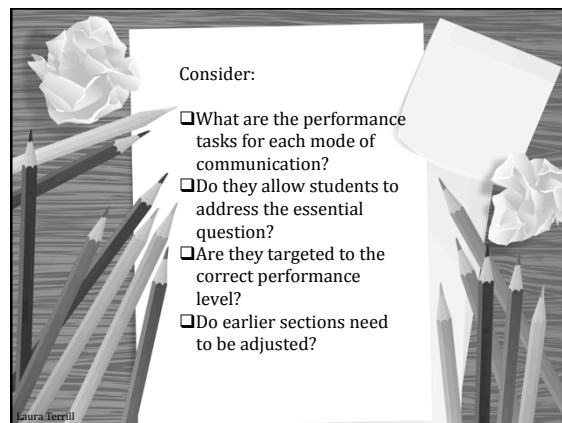
Reading 2. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.

Writing 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

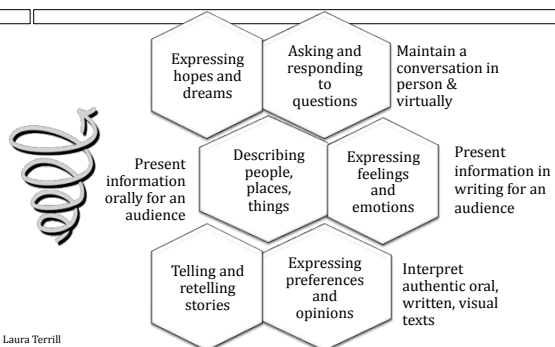
Writing 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

Speaking and Listening 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Speaking and Listening 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.



Top Ten Functions and Related Tasks



Increasing levels of proficiency

Novice	Intermediate		Advanced	
Express feelings and emotions	I can say that I am happy, sad	I can express my emotions in simple sentences	I can express emotions such as surprise, happiness, anger and sadness with some explanation	I can express and react to a variety of emotions and feelings giving detailed explanations
Tell or retell stories	I can say what I am doing in short memorized sentences	I can tell someone about my day in short, simple sentences	I can tell a story in a series of sentences	I can tell about something that happened or will happen giving the sequence of events
				I can clearly clarify my emotions and feelings using precise vocabulary and detailed explanations
				I can tell a detailed story using paragraph-length narration to describe the event

Text Type

Quantity and Organization of Language Expands

- ☐ Isolated words
- ☐ Words and phrases
- ☐ Discrete sentences
- ☐ Strings of sentences
- ☐ Connected sentences
- ☐ Single paragraphs
- ☐ Multiple paragraphs
- ☐ Extended cogent discourse

Student Can-do's

I can	Yes	With some help	Not yet
Describe plants and animals that are endangered			
Express opinions about biodiversity			
Offer alternatives to current practices			
<i>Additional options:</i>			
Compare biodiversity initiatives			
Explain the impact that man has on the environment			
Express opinions on zoos			

Student Can-do's

Ask and answer questions about likes and dislikes of water sports

Ask and answer questions about likes and dislikes of sea creatures

Explain the water cycle

Introduce and state some things about myself.

Ask and answer questions about family members.

Identify causes
of water
pollution

Laura Terrill

Toolbox

Language Functions I can....	Related Structures/ Patterns	Essential Vocabulary
<i>Describe</i> plants and animals that are endangered		
<i>Express opinions</i> about biodiversity		
<i>Offer alternatives</i> to current practices		
<i>Compare</i> biodiversity initiatives		
<i>Explain</i> the impact that man has on the environment		
<i>Express</i> opinions on zoos		
<i>Compare</i> biodiversity initiatives.		

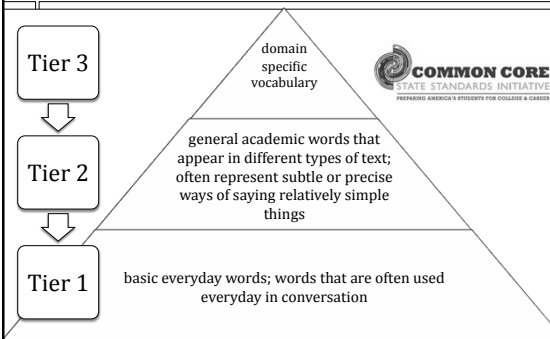
Laura Terrill

Toolbox

Language Functions I can....	Related Structures/ Patterns	Essential Vocabulary
Describe plants and animals that are endangered	Adjective placement, agreement Relative pronouns que, qui(ex: the animals that are endangered...)	
Express opinions about biodiversity	It is important to protect.... It is good to help.... It is necessary to....	
Offer alternatives to current practices	Instead of cutting down trees...	
Compare biodiversity initiatives	In France, they ..., but in US...	
Explain the impact that man has on the environment		
Express opinions on zoos	I think that, it seems that,	

Laura Terrill

Determining Vocabulary

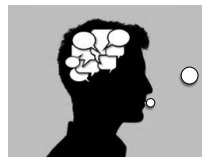


Determining Vocabulary



Laura Terrill

Determining vocabulary



Hear the conversation
you want students to
have. Do not teach the
conversation.

- What about (pandas)? Are they endangered?
- Yes, they are primarily because of changes in habitat.
- How serious is the problem?
- It's critical. There are only # left.

Laura Terrill

Vocabulary: Imagine the conversation.....	
Describe plants and animals that are endangered	
	Is the (panda) endangered?
	Yes, the (panda) is endangered because of (hunting).
	poaching
	climate change
	water pollution
	changes in habitat
	How serious is the problem?
	There are approximately (#) left.
	What is the solution?
	We can consume less.
Personal Vocabulary	
	other animals/plants
	other causes

Give both target language and English. Be sure to include questions and memorized chunks for answers. Do not teach from vocabulary list. This is a reference document for students.

Laura Terrill

Toolbox		
Language Functions I can....	Related Structures/Patterns	Essential Vocabulary
Describe plants and animals that are endangered	Adjective placement, agreement Relative pronouns que, qui(ex: the animals that are endangered....)	Tier 1 Names of plants, animals Adjectives describing plants & animals: size, color Categories of biodiversity It is important, good, necessary... Instead of.... Tier 2 Engagement Crisis Classifications; mammals, amphibians, reptiles Biomes Endangered species
Express opinions about biodiversity	It is important to protect.... It is good to help.... It is necessary to....	
Offer alternatives to current practices	Instead of cutting down trees...	
Compare biodiversity initiatives	In France, they ... but in US...	
Explain the impact that man has on the environment		
Express opinions on zoos	I think that, it seems that,	

Laura Terrill

Consider:


- ❑ What are the can do statements that address what students will need to be able to do in order to complete the performance tasks?
- ❑ Are there other can do statements that should be part of this unit?
- ❑ What structures are needed to complete the tasks?
- ❑ What vocabulary is required to complete the tasks?

Laura Terrill

Key Learning Activities/Formative Assessment		
Key Learning Activities/Formative Assessments		
Key Learning Activity/Formative Assessment	How does this activity support the unit goals or performance tasks?	Mode of Communication
Discuss infographic of endangered species	Activates interest in unit theme	Interpretive, Interpersonal
View video of song "Enfants de la terre"	Shows images related to biodiversity	Interpretive Interpersonal
Brainstorm what biodiversity means and includes	Provides definition of biodiversity	Interpersonal
Complete an information gap activity related to biodiversity	Categorizes different aspects of biodiversity	Interpersonal
Write an introductory reflection on why biodiversity is important	Practice expressing opinions	Presentational

Laura Terrill

Resources



Key Considerations:

- ❑ First section of template that truly is different by language
- ❑ Must determine where resources will be stored
- ❑ Internal district capacity may or may not be sufficient for video, images, etc.

Laura Terrill